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ABSTRACT

Career education is distinguished from vocational and prevocational education, and guidelines in these areas are given for educators of severely handicapped students. Prevocational activities designed to produce competencies students will need for sheltered workshop settings are presented. The activities are intended to give intermediate level severely handicapped students a work like setting in which to develop the following competencies: manipulation; sorting (by color, shape, size); labeling; folding; packaging; classifying; stapling; and performing assembling work skills. Information on 25 activities includes descriptions of the materials and procedures. (CL)

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CAREER AND VOCATIONAL EDUCATION FOR THE SEVERELY HANDICAPPED

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CAREER AND VOCATIONAL EDUCATION FOR THE SEVERELY HANDICAPPED

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Under the PL 94-142 regulations, the requirements for the inclusion of vocational and career education into the curriculum for the handicapped are clearly defined. "Each public agency shall take steps to insure that its handicapped children have available to them the variety of educational programs and services available to non-handicapped children in the areas served by the agency, including art, music, industrial arts, consumer and homemaker education and vocational education." (The emphasis on vocational education is mine.)

California has established its guidelines for implementation of PL 94-142 by requiring that career and vocational education components appear on a student's IEP. Additional legislation is being proposed which will require that each handicapped child be provided with the services necessary to prepare him or her for remunerative employment and/or continued career and vocational training programs as appropriate for each individual child. (AB 3075)

WHAT IS CAREER EDUCATION?

Career Education is a process of coordinating learning experiences so that individual interests and aptitudes are developed to their fullest potential in preparation for a satisfying career and life style. Career Education encompasses the home, family, school and community and is a life long learning process with the ultimate goal being, to reach economic, social, and personal fulfillment.

There are four stages of Career Education: Awareness, Orientation, Exploration, which also includes Participation and Preparation.

Career Education for mainstreamed students teaches the concepts of self awareness and human dignity in the Awareness stage. The Orientation stage explores different occupations and the relationship between work and the feeling of self-fulfillment.

In the Exploration stage, many occupations are studied and the students seek ways to match their interest and abilities while selecting occupational clusters for further exploration. Students also evaluate methods of obtaining their career goals through such avenues as college preparatory courses, vocational training classes, work experiences, etc.

The purpose of the Preparation stage is to develop marketable skills and acquire personal satisfaction through occupational choices.

For the Severely Handicapped, Career Education is a way of helping students:

1) to develop an understanding of themselves and to develop a feeling of dignity and self worth.
2) to understand their role in life in relationship to home, school, and community.
3) to recognize that occupations and work exists for a purpose.
4) to become aware of the different careers in their community and why they exist.
5) to develop the concept of work and its relationship to independence and satisfaction.
6) to develop work skills appropriate for their future in sheltered or trans-community employment.

SUMMARY

As the reader can see, Career Education is not a new concept. Teachers have been utilizing Career activities for many years. What is new, however, is the rechanneling of our thought process to develop the interests and abilities of the handicapped student so that when they have completed their special education training they are aware of the community, the value of work, the interdependence of members of society and of their own interests, limitations and capabilities.

WHAT IS VOCATIONAL EDUCATION?

If Career Education is a total way of life, a learning process that begins at birth and continues through retirement, then what is Vocational Education and how do special educators include it in their programs?

Vocational Education is the actual teaching of a skill. It focuses on paid work, emphasizes preparation for a specific occupation, develops the psychomotor skills required by industry for entry level positions. Vocational Education is usually taught at the secondary level and there are high school classes and vocational training programs which are available and appropriate for special education students as well as to the mainstream students. One area in the California school system that needs to be utilized more by the special educators is the Regional Occupational Program. ROP in Riverside County, for example, has accepted many of our severely handicapped students into their classes and these students are meeting sucesses in developing skills in such classes as landscaping, food service, and custodial training.

Where vocational training programs are not available or when the students are at a functioning level which hinders their potential for community employment, it becomes the responsibility of the special education teacher to incorporate a prevocational skill development program into the elementary classroom and, also, to teach the skills that will help the student meet the entrance requirements for sheltered workshops or work activity centers. (See "Skills Needed for Sheltered Workshop Employment" located elsewhere in this manual.)

WHAT IS PREVOCATIONAL SKILL DEVELOPMENT FOR SEVERELY HANDICAPPED?

Prevocational skill development for the severely handicapped is a preparatory program utilizing curriculum that reinforces specific manipulative or cognitive skills that are needed in future occupational training programs. We might also refer to this skill development program as "preworkshop" skill development because the occupations these students will probably enter are in the sheltered workshops.

Regardless of what the training programs are called, prevocational skill development should be an important component in our curriculum. Prevocational activities can be started with the very young child in the classroom; but as the student advances in age, the amount of time spent on prevocational training needs to be extended. A student nearing completion of his/her special education program should be spending at least 95% of the day on vocational training and independent living skills. The vocational training component can be done by enrolling the students in a transitional program with the community sheltered workshops and having them spend part of the day in these centers.

Another option is to contract with industry for piece work and have the students assemble the items in the classroom. This provides a variety of tasks at no cost to the school budget. But more important, these contracts instill a sense of pride in the students for working on something meaningful. Students also receive remuneration from industry for their work and they see the relationship between the amount of completed projects and the amount of money paid. Providing "real work" in the classroom is an excellent reinforcer for proper work behavior because if a student does not exhibit appropriate behavior, he/she can be removed from the work setting and students would rather work than sit.

SETTING UP A PREVOCATIONAL TRAINING PROGRAM

It is really quite easy to set up prevocational or vocational skill development modules in the classroom and the students are highly motivated to work in the "workshop". The activities are different from the traditional classroom activities and they provide an opportunity to develop a sense of pride in the student for completing a project that has some meaning.

In designing a prevocational program, teachers need to be aware of the competencies they want their students to master. Tasks need to be designed that will help the severely handicapped student learn the necessary skills for future employment in a sheltered workshop.

There are several basic skills identified by directors of sheltered workshops that are prerequisites to working which should be taught in the prevocational classes. These competencies are:

manipulation skills
sorting by size
sorting by shape
labeling skills
folding skills
packaging skills
sorting by color
classification skills
assembly time skills
stapling skills

Supervisors in sheltered workshops also emphasize that students need to be taught work tolerance - or attending to a task for extended periods of time. These supervisors have related that clients who come to them directly from school programs do not take their work seriously. They have an attention span of only a few minutes and then want to rest or have their activity modified. This makes us aware that a prevocational component in our program must be as realistic to the world of work as we can make it.

Ideally, the prevocational program for the older student should be in a different room or an area of the classroom used only for vocational development, such as a work center. This is often impossible because of space restrictions. The second best solution to this problem then would be to use time slots to create the work environment. The instructional aide, for example, could set up the tables with the work tasks and prevocational materials while the students are out of the room for lunch or recess. When the students return they know that it is "work time" and they must attend to their tasks. Students could also wear special attire such as aprons over their clothing or a time clock could be used to set the tone for "work time".

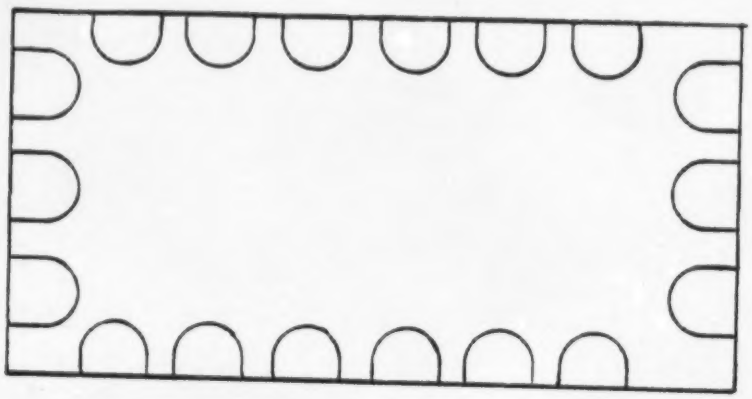
One thing that must be included in this work training is the implementation of a break half way through the period. This must be at the same time every day so that the students learn the relationship between work and rest, as well as the positioning of the hands on the clock. Through the use of a work time in the classroom, students overcome some of the poor work behaviors that supervisors of sheltered workshops work so hard to remediate in our former students.

ACTIVITIES FOR PREVOCATIONAL SKILL DEVELOPMENT

Listed here are a series of work tasks that can be made by the classroom teacher with a minimum amount of time and money. The activities are designed for the severely handicapped intermediate student. They are categorized to meet the basic manipulative and sorting skills mentioned earlier. (Manipulation, packaging, sorting, etc.)

One secondary teacher of severely handicapped older students in Riverside County constructed all of these activities and set her classroom up into work stations. The students had to complete one task and then move on to the next work station. She has added commercial and teacher made activities to her curriculum as the student levels have increased. The creativity of classroom teachers flourishes in prevocational classes which was the primary purpose of designing these activities. Once a teacher has a few basic ideas for teaching prevocational skills, the types of activities that are designed and shared by classroom teachers is limitless. As stated before, the key to a successful prevocational training program is the teacher.

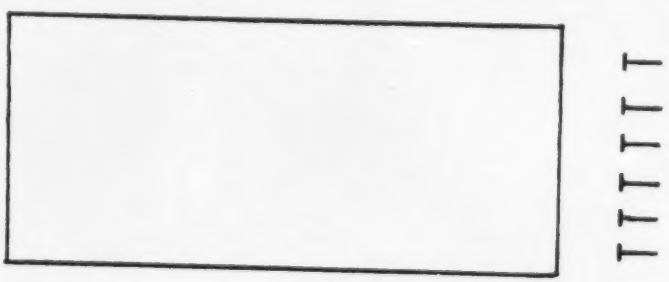
Manipulation skills



Materials: Paper clips, tag board, black marking pen for tracing patterns. (Trace the outline of paper clip around the edges of the tag board).

Directions: Student places paper clips on the pattern as quickly as possible.

Additional suggestions - Student may fill the card, have it checked by the teacher, and remove the paper clips, put in a baby food jar and close lid. Use timer to check for speed.

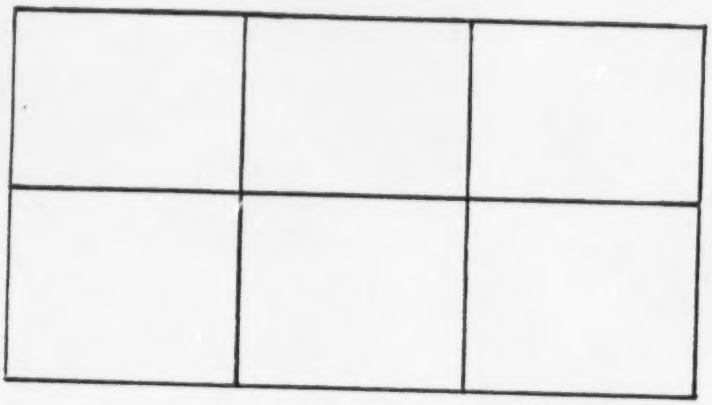


Manipulation skills

Materials: Piece of styrofoam, pins with head, or small nails.

Directions: Student places all the pins (nails) in the top of the styrofoam. Give a certain number at a time depending on level of student. It teaches handling of sharp objects. Patterns can be drawn on the template to teach following a pattern.

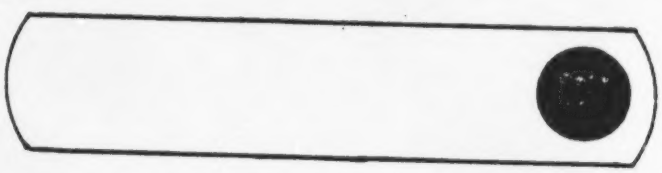
Sorting/Similarity Skills



Materials: Tag board (size depends on objects to be counted), objects to place in squares (peanuts, beans, pieces of styrofoam, chips, etc.)

Directions: Make a counting board with as many squares as needed for a project. You may want to count by dozens or by tens. Student fills each square with one object and then puts the filled card in a bottle or baggie. Student may also put a twist and tie closing on the baggie. Folding the baggie and stapling can also be taught. For lower functioning students, put a dot in the center of each square and have the student place an object on the dot.

Manipulation Skills:



Materials: tongue depressors, magnets, paper clips, two containers (plastic)

Directions: Glue small magnets on the end of the sticks, student picks up clips from the pile with the magnets and places in a container. When container is full or task completed, close the container.

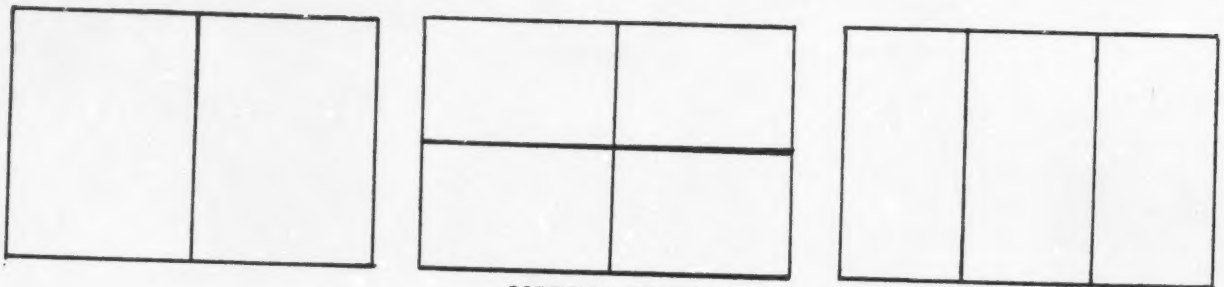
<u>Picking up objects with tongs</u>

Materials: Kitchen tongs -- long handles, blocks or other objects to grasp.

Directions: Student picks up the blocks from one box or container and places them in a different box or container.

Variations: Use small rods like tinker toy sticks and have the student place the sticks in a small necked bottle (catsup or vinegar) using the tongs only.

SORTING SKILLS



SORTING BOXES

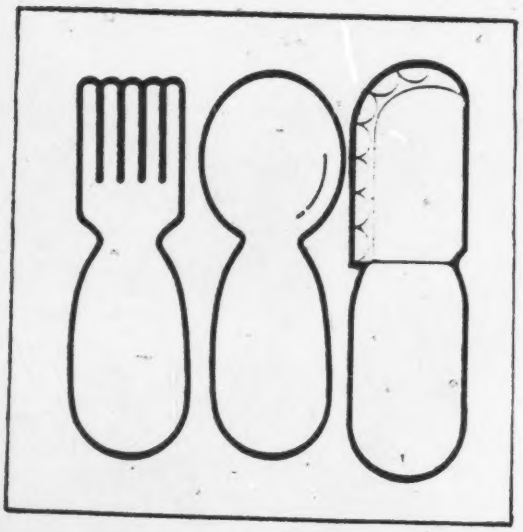
Materials: Wooden trays with dividers, assorted sizes of chips, beads, hardware, or any small items that can be sorted according to shape or sizes. (shoe boxes or plastic disposable food containers may be taped together if wooden boxes are not available.

Directions: Place a large pile of one item of different sizes (or colors) and have the student sort the items and place in appropriate boxes. A sample of what belongs in each compartment may be taped to the front of the box or put on a template in front of the compartment.

Additional suggestions - Students may fill baggies when they are completed. Students may sit across from each other and have two work on one task. This teaches peer interaction needed on an assembly line task.

Sorting boxes can be used for sorting colors, sizes, shapes, classification or items, etc. Be careful that only one concept is taught at a time or it may confuse the student. If matching colors is the skill to be taught, have colored chips only and not lots of different shapes as well. The basics must be mastered before more complex tasks can be introduced.

ASSEMBLY SKILLS, PACKAGING



Materials: Plastic silverware, template with design, baggies, rubberbands.

Directions: Draw pattern on piece of poster paper tracing around plastic tableware. Student puts one of each item on the pattern and when finished, he/she puts the three items in a baggie. Tie baggie with rubber band or twist and tie wire.

Additional suggestions - use a design template with ten spoons drawn on it. Student places one spoon on each pattern. When pattern is complete, take all 10 spoons, package in baggie and seal package with rubber band.

Assembly Line Skills/Sorting Size Skills/Manipulative Skills

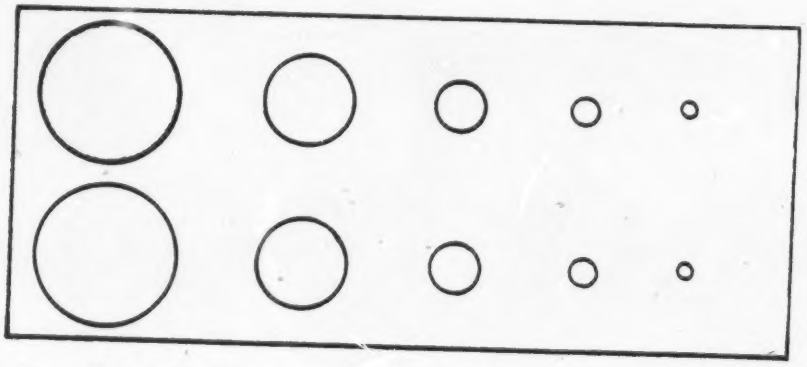
MANIPULATION WITH NUTS AND BOLTS

Materials: Nuts and bolts of these sizes. (Washers, optional) - 6 one pound coffe cans.

3/4 inch	1/2 inch	7/16 inch
3/8 inch	5/8 inch	5/16 inch

Directions: Student is given a pile of sizes of nuts and bolts. He/she locates the size nut to fit the bolt and screws it on the correct bolt. Student then places the assembled set in a one pound coffee can with a sample size taped to the outside. Student learns to match sizes and use perceptual motor skills in assembly.

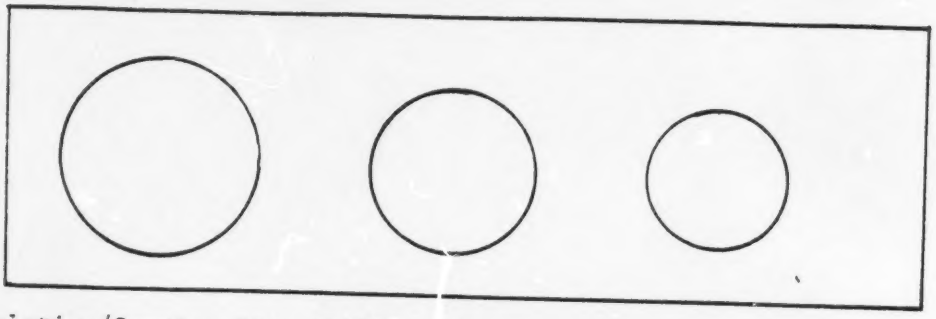
Sorting-Size/Manipulation/Assembly Skills



Materials: One board 12 inches by 8 inches-one inch thick. Nuts and Bolts to fit holes drilled in the board.

Directions: Drill holes in the board slightly larger than the assortment of nuts and bolts available. Have one set for each hole and have the student locate the proper set and assemble by screwing the nut on the back of the board to fit the bolt.

Additional suggestions - For gross discrimination, have only two sizes of bolts and holes, large and small; thereby the small bolt will fall through the large hole. Gradually work the student to the complex board.



Manipulation/Sorting-Size Skills:

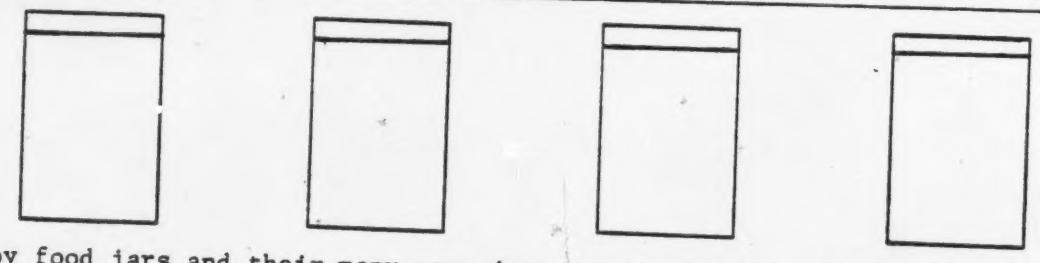
Materials: 2 (2 x 4's) 15 inches long and nailed together, one on top of the other. Three big bolts drilled into the board so they won't come out easily. Wrench to fit heads of bolts.

Directions: Drill holes deep into board. Force bolts with large heads into the holes. Student is given practice using wrench and turning the bolts. This is a practicing activity to be used in preparation for more advanced tasks.

Adaptations: Use large screws and a screwdriver in a piece of styrofoam or pine board that has holes drilled in it for ease in turning. Use both phillips and regular screwdrivers.

Sorting Activities:

1. Give students assortments of objects and have them place like items in jars. Be sure you put a smaple of what you want in the jar on the outside so they can make comparisons.
2. Students can sort nails by size, or toys, or any available items.
3. Give students teacher made shapes cut out of poster paper and have them divide into groups. (See sorting boxes.)



Baby food jars and their many uses in pre-vocational training.

1. Tape a sample item on the outside of each, give the students a pile of same items and have them sort. When the jar is full, they are to close the jar and fill the others. (Use corn, seeds, hardware, toys, etc.)

Baby food jars, continued,

2. Have student fill small cylindrical container full of seeds and dump into baby food jar. Close jar when filled. You may use toilet tissue rolls for the cylinders and tape the bottom shut.

3. Give the student a spoon and a pile of seeds. Have the student fill the jars using the spoon.

4. Time the student on filling the jars. See is he/she can beat the former record.

5. Tape or draw a line part way up on the jars. Student can fill the jars with sand or small objects to the top of the line.

Ask your friendly druggest if you can purchase pill bottles or if he/she has any old ones that are no longer used. These can be used for many prevocational activities and can be used for small items in place of baby food jars and they don't break.

Stapling Skills:

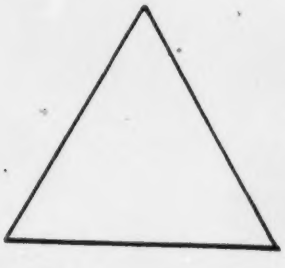
Materials: Stapler, staples, 5 x 7 recipe cards.

Directions: Have the student fold a recipe card in half and practice stapling by putting the stapler over the folded edge. This teaches the closure of packaging.

Additional suggestions - Teacher draws marks around the edges of a piece of tagboard or large sheet of heavy paper. Student staples on all of the teacher's marks.

Materials: Stapler, pieces of newspaper or typing paper cut into identical shapes such as squares, circles or triangles.

Directions: Student takes two pieces of like shapes and matches them exactly, corner to corner, or if a circle, edge to edge. Once the pieces are matched, student staples all around the edges.



Collating Skills

Materials: Typing paper with large numbers in the center of each page. (1-5)

Directions: Lay the numbered paper out on a table. Students take one of each page and put in order. To save on materials, have them use paper clips instead of staples on each package.

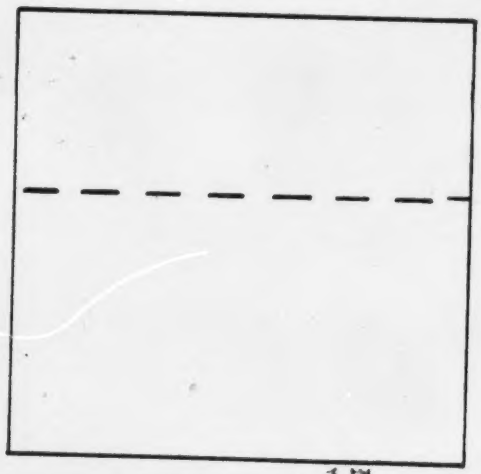
Variations: Sit one student in front of one pile of papers. (Each student has one number) have the studnets pass the pile along until all five have been collated. One student at the end of the assembly line puts the paper clip on each packet. When the period is over, students place the papers back on the correct pile. Keep a record chart to mark progress and speed.

Folding Skills:

Materials: Typing paper with a center line marked on it. (Use ditto master for pattern.) (Old newspapers, rubber bands.)

Directions: Have student fold the paper on the mark. If using newspapers, have the student fold in four following a pattern of motion demonstrated by the teacher. The teacher needs to standardize the process so the student learns repetitive motion in this task.

Variations: Use the same folding technique newspaper carriers use for their home delivery. Put a rubber band on each.



ADDITIONAL PREVOCATIONAL ACTIVITIES FOR SH STUDENTS

The following activities are more basic and can be used with younger children to teach shapes, copying, and assembly.

FINE MOTOR ACTIVITIES FOR BASIC SHAPES

1. Simple Wooden Puzzles:

   Use for beginning perceptual motor tasks - figure - ground relationships.

2. Basic Shapes:

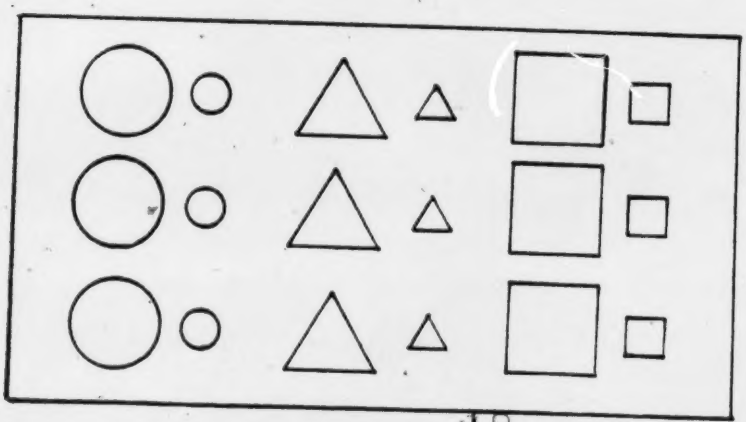
   Materials: Cut shapes out of colored posterboard - design one pattern board out of tag board with one of each shape pasted on the board (see sample).

   3 equilateral triangles - 9 inches per side
   3 equilateral triangles - 6½ inches per side
   3 red squares - 9 inches square
   3 red squares - 6 inches square
   3 red circles - 9 inches in diameter
   3 red circles - 6½ inches in diameter
   1 pattern board (tag board) and one of each shapes listed above.

   Teaching Instructions: Teach the student to match shapes that are alike. The child should say the name of the shape as he/she places it on the pattern board (see design). If the student is confused by two sizes of the same shape, start with one size and design a different pattern board with one size only.

   As the student progresses, the teacher should duplicate this activity using other colors and design additional, more complex pattern boards.

   The shapes can be used for additional activity such as the teacher can introduce concepts of "big" and "little" by instructing the student to sort all the big red circles (or any combination of) to make this task more complicated.



Adaptations for blind children - Construct the shapes from raised fuzzy material such as carpet remnants or sand paper glue to poster board. The background on the pattern must be smooth to provide for contrast.

3. Pencil and Paper Tasks in Shape Identification:

Teaching Instruction: Use printed exercised where the student has to mark an "x" over all the big sizes (or shapes). Teacher can make the exercise more complex as student capabilities increase.

4. Non-Visual Shape Identification:

Teaching Instruction: Place different shaped blocks in a sack (pillow case) and have the student find certain shapes to match a sample on the table without looking in the sack.

Place shapes behind the student and have he/she identify them. (This activity also builds knowledge of body image.)

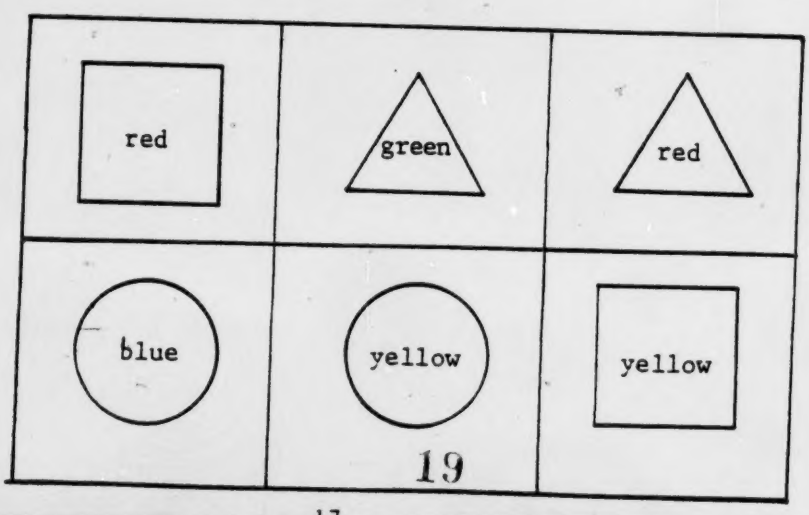
Blindfold the student and have him/her place varying sized blocks of the same shape in sequence from biggest to smallest.

5. Play Lotto and Bingo Game (Group Activity):

Materials: Teacher made bingo cards with actual samples of shapes and colors cut out of poster board to match student cards. Cards with larger patterns pasted on to be used as "call cards" for the game.

Note: Always use samples and patterns cut from the same poster paper or construction paper on the call cards and lotto cards because colors may vary between paper and marking pens. It will confuse the child when the teacher holds up a pinkish red call card and the child's lotto card may be bright red. In other words, standardize all patterns by using designs constructed out of the same poster or construction paper.

Teaching Instruction: Same as bingo. Teacher draws a call card and those students with the same design on their lotto card may place a chip on the square. The student who fills the card first, wins.



6. Egg Carton Form Boards:

Materials: Two large egg cartons and a box of chips of different shapes and colors.

Teaching Instruction: Place one chip in random slots in one egg carton. The student matches the pattern in their egg carton finding chips from a box of chips. Be sure there are several matching chips in the collection for the student to find. Advanced students may locate all the matching chips and out them in their egg carton.

7. Manipulation Exercises:

Materials: Pipe cleaners, tongue blades, sticks of clay, toothpicks, etc.

Teaching: Make a pattern using one of the above materials. Student must copy pattern.

Advanced Activities: Fold pipe cleaner into shapes, student reproduces. Draw patterns on paper, student reproduces using materials listed on previous page.

8. Pegboard Patterns:

Materials: Two peg boards with stationary pegs extending from a solid surface; beads.

Teaching Instruction: Place large stringing beads on the pegs to make different patterns. Student duplicates. Designs should meet students level of ability. (This activity encourages fine motor skill of opening fingers and leaving object in place.)

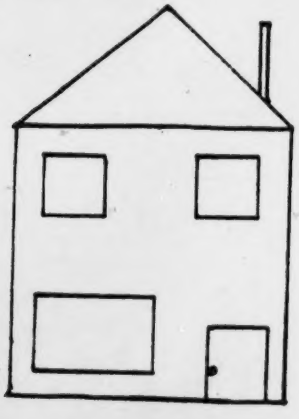
9. Copying Patterns: (Constructing a house from felt or poster board)

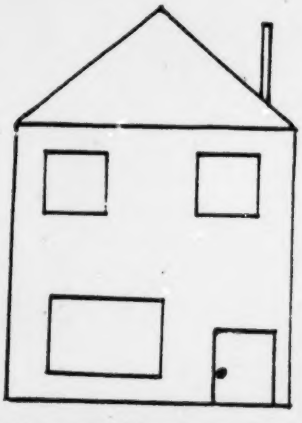
Materials: Poster board (or flannel board, felt).

2 squares each 6 inches square (color A)
2 triangles each 6 inches on a side (color A)
8 small squares each 1½ inch square (color B)
4 small rectangles each 1 inch by 2 inches (color B)

(Cut diagnally across two of the rectangles to be used for chimneys.)

Teaching Instruction: Teacher constructs a house, student duplicates.





10. Part and Whole (Pre-workshop concepts):

Materials: Puzzles, pictures with parts missing, items from their environment such as: toys, baking supplies, pegboards, bulletin boards, clothing.

Teaching Concepts: Most objects have more than one part.
when parts are combined, a new object is created,
a whole object may be divided into parts.
Some objects cannot be taken apart yet they still have different parts.

Teaching Instructions: Teaching activity - show parts of a small object, describe what you have, (i.e., wheels, steering wheel, block of wood), put items together and have student identify item. Student takes apart and reassembles.

Baking - students make cookies/salt-flour into clay.

Student mixes paints.

Think Box - a box full of parts of an object. Teacher takes one part out at a time and group discusses what would be made from the parts. Teacher assembles, student disassembles and assembles. Advanced students may be given the Think Box and must assemble an object from the contents. Do not tell the student what object is in the box.

REFERENCES: Ebeesole, M.; Kephart, N.C.; Ebersole, J.B., "Steps to Achievement for the Slow Learner", Ohio, Columbus: Charles E. Merrill, 1968.

Taylor, B.J., "When I Do I Learn", Utah, Provo: Brigham Young University, 1974.

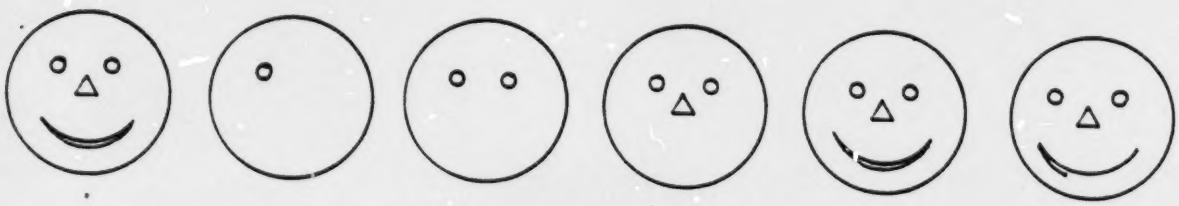
ADDITIONAL SUGGESTIONS:

1. Have students stuff envelopes using old greeting cards, library cards, or make recipe cards to fit envelopes and have the student put X number of cards in each envelope. (Packaging)

2. Construct sorting boxes and have students sort according to classification, size, etc. (Sorting)

3. Cut the student's name out of tagboard and have the student put it in the proper order. For beginners make a second set of letters and paste them to a pattern board and have the student place the correct letter on the board. Use both the first and last names of the student. (Patterning)

4. Finish the Picture: Draw an incomplete picture (face or other simple design) on the board or on a piece of paper. The student should complete the picture. (Self Awareness)



5. What is Missing: Have pictures of objects familiar to student with one part missing from each picture. Student must identify what part is missing.

6. Game: Hunt your partner. Give each student a shape (two will have the same shape. Student who is it must find the student holding the same shape. You can use this game for sizes and all have different sizes of the same shape and the student must find his/her partner.

7. Copy the design activity. Teacher holds up a flash card with a shape and the student who is it must go to the board and draw a replica of the same shape from memory. (If perceptual motor skills are weak the student can go to a box and pick out the same shape and color as the teacher's flash card.)

8. Using flashlight in the classroom is on excellent prevocational task. Students are each given a flashlight. They must unassemble and reassemble totally before being given batteries to test the proper assembly.

SKILLS NEEDED FOR SHELTERED WORKSHOP EMPLOYMENT

by: Patricia L. Barrett

Students in special education who have handicapping conditions so severe that competitive employment is not a realistic occupational choice for the future will find that sheltered employment is a viable alternative for their adult work life. Sheltered employment offers a supervised work environment which allows the clients to work at their own production rate, learn new skills, and receive remuneration for the work that they are able to complete in a given period of time.

Clients with nearly all types of handicaps and at all levels of vocational skills can find placement in a sheltered program. There are day care programs which emphasize developing basic self-help skills as a prerequisite to proper work behavior and independent living; work activity centers which enhance these same skills while providing prevocational training in a closely supervised environment; and sheltered workshops where clients work on the assembly of products for industry or on supervised work training crews in the community in preparation for competitive employment.

In a sheltered workshop, the clients are placed in a work setting that closely resembles the real world of work. They are expected to demonstrate appropriate work behavior such as the ability to follow directions and get along with supervisors and peers, the proper use of tools, etc. They are also expected to produce at least 50% of the normal rate of production based on industrial standards of performance. While these requirements may seem steep to teachers of the severely handicapped, they are not unattainable if vocational education is started with the very young in our special education classes.

It is strongly recommended that teachers and parents of handicapped students spend some time visiting the agencies in their community to see what behaviors

their students will be expected to elicit in their adult life and plan curriculum and activities accordingly. Students who do not have the minimum vocational competencies may have a more difficult transition into the adult handicapped community and may be denied admittance into the local sheltered programs.

To enable our students to be competitive with others seeking employment in sheltered environments, we must teach the required competencies in our special education classrooms. Prevocational training in our classroom should be progressive, the older the student, the greater the emphasis on vocational preparation. Younger children, however, can be taught the more basic skills of attending to a task, completing assignments, and developing the social and cognitive skills that will help them in their adult work life.

Listed below are the entrance requirements for admittance into a sheltered workshop. The list has been adapted from the entrance criteria of the Fontana Rehabilitation Workshop in Fontana, California, with some modifications to fit the classroom setting. Teachers of the less able students should keep in mind that requirements for work activity and day care programs are less stringent and not all sheltered workshops have the same requirements. It is therefore in the students best interest for teachers to obtain the list of prerequisites for admittance into community programs in their areas and use these competencies to design the basic vocational skill development program for their students.

REQUIREMENTS FOR SHELTERED WORKSHOP EMPLOYMENT

The student will:

1. Maintain good attendance record in school.
2. Learn punctuality (to and from lunch, recess, etc.).
3. Know transportation safety procedures, (crossing streets, riding buses, recognizing landmarks, getting to and from school, etc.).

4. Know safety in work related activities, (firedrills, tool safety, operation of appliances, first aid techniques, etc.).
5. Attend to a single complex task, independently, for long periods of time.
6. Work on assembly line tasks with other students.
7. Get along with peers.
8. Practice good hygiene. (A concern of work supervisors is body cleanliness.)
9. Be willing to follow teacher's directions.
10. Be able to take constructive criticism.
11. Work under pressure on tasks, assignments.
12. Be able to write and recognize own name.
13. Have basic money management skills, (make change, purchase small items, etc.).
14. Discriminate colors. (Many contracts in workshops require assembly by color.)
15. Know basic survival words.
16. Dress appropriately for work.
17. Take care of body needs unassisted.
18. Use the telephone independently.
19. Follow verbal instructions.
20. Demonstrate appropriate work behavior.

One additional skill that I feel is extremely important and beneficial to the students in their adult personal and economic life is the ability to use common tools correctly. Students need to be afforded the opportunity to handle, and properly use such tools as saws, hammers, planes, pliers, screwdrivers, drills, etc. They also need to correctly use the basic electric tools that are so vital to independent living. With this knowledge, they are less dependent

on others and they will be able to work in the higher level tasks in the sheltered workshops which require basic knowledge of tools.

It is not expected that all of our students with handicaps will have developed all of the basic competencies required for sheltered workshops before completing their education. But the more appropriate work behaviors our students have, the greater their opportunity will be for acceptance into a higher level of sheltered employment with potential for competitive employment in the community. We can't afford to teach them less.